



Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, JANUARY, 1888.

No. 1.

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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, JANUARY 9, 1888.

No. 1.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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January 9, 1888.

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Nevertheless the AMERICAN JOURNAL OF EDUCATION will go right on, working to *build up* the schools, and to record and preserve the good our teachers and educators have done, and the positive far-reaching good they are doing to-day.

If this was stated fairly and fully—what strength, and force, and power, our school system would gain among the people. We submit this is better than this constant fault-finding and unfriendly criticism. The energy and strength of the several editions of the AMERICAN JOURNAL OF EDUCATION will be given to this building up process all the time in the future.

LET arrangements be made by the levy of taxes sufficient to cover expenses, to pay teachers in money at the end of each month, as other county and State officers are paid.

Let teachers refuse to teach unless they can be paid in this way.

It is an *injustice* to teachers to be put off, and compelled to wait until the *next year's tax* is collected, or take pay in warrants which are shaved by the sharks until they are only worth from 60 to 80 cents on the dollar.

We hope school officers will see that no such injustice is perpetuated any longer.

DRIVE on at practical things in your school. Link and show to the boys and girls the practical phase of every study and of every problem.

It astonishes some of us to see how unpractical and impracticable some of the "graduates" are.

SUPT. GREENWOOD, of Kansas City, says:

"The school law of the State of Missouri should be so amended as to compel school districts in city, town, village and country schools to establish a school library. The law at present permits citizens of school districts to appropriate a sum not exceeding \$20 a year for the purpose of establishing and maintaining a library. Instead of permitting, the law should be *mandatory* upon this subject."

What do you say on this matter?

We beg to assure our friends that our advocacy of Federal Aid to Education arises from a profound conviction, not only of its absolute necessity, from careful, long continued personal observation of the condition of society in the Southern States, but also from an inherent sense of the absolute *justice* of the measure.

We are open to reason and to argument; but from our knowledge we speak, and from our profoundest conviction we write, in its behalf.

Hence, we cannot be turned aside to quarrel over the grammatical construction of a sentence or the solution of a "cranky" problem in mathematics; and while we concede that to a grammarian or to a mathematician, these are important, we confess they do not just now assume so large a place in our estimation as the securing of \$77,000,000 of money for general education among over *six millions* of illiterate citizens.

Now that forty-four United States Senators, after a thorough canvass of the subject, are not only willing, but anxious to distribute this vast sum among the people, we feel it incumbent upon us to urge teachers and all others to secure it, and when we get the money to maintain our schools—then will be time enough to discuss "Methods" as to how it is best to conduct them.

It is *important* to register valuable packages. It costs only *ten cents* to do this.

THOSE of our friends who have helped to circulate 150,000 copies of the AMERICAN JOURNAL OF EDUCATION the past year, have had the money thus invested, returned to them many times over. We could fill every inch of space in our columns with testimony of this kind, were it best to do so.

We present in this issue samples of these letters from several States.

This is why we are younger—in feeling at least—than when we launched the enterprise *twenty one years ago*.

We have a host of strong helpers now in the several Educational Journals published. We did not realize at first that it was no part of the business of a paper devoted to education to furnish clubs to the enemies of our schools with which to beat them down; but we know better now, and so all our space and energy and experience for over twenty years will be given to building up the school interests and the teachers in the several States where the AMERICAN JOURNAL OF EDUCATION circulates.

WHAT is the objection to adding over *two and a half millions* to the school fund of Missouri?

Are the school terms too long? Are the teachers over-paid? Are we too wise? Do the people of the State know too much?

This money is in the Treasury. If we do not use it for school purposes—remember it will be *wasted* for partisan purposes.

Let every teacher in the State sign and circulate petitions for Federal Aid to Education.

We shall gain greatness and power as teachers by expanding our work and our thought; by enlarging our horizon of vision: for a further service is not only an added strength but an added beauty.

A new idea in the hands of the teacher becomes nerves, muscles, flesh, heart beat, life, power—and power, you know, means expansion.

It is our duty to abolish illiteracy in this Republic—as illiteracy is the death of all social progress, while intelligence is its life. Our teachers stand for and work for the life and prosperity of the people.

In the work, life, and essence of the real teacher belongs that eternal element of mind-power which links his effort to that of the masters of the world.

EVERY school is destined to become the centre of a glorious radiation of intelligence and light and liberty. Our teachers are torches and torch-bearers. Look out! Our teachers all the time are laying the foundation of a robust, progressive and diversified civilization.

THIS intelligence—nurtured, cultured and created by our four hundred thousand teachers among their pupils and the people—fills the present horizon and opens up others with a strong power of extension and enlargement. This is their work and it is great.

THE amalgams of thought and event are food for the mind. Link each to each in all your teaching—not the trivial—but the lasting and the eternal. Then your teaching takes hold—becomes vital—and children find words helpful and useful—aye necessary—they are hungry and thirst for this life-bread of the soul.

ONE feels, when he considers the vast and important work our teachers are doing, as if a new inspiration of hope and power was descending upon the people, and life was to be irradiated with new joy in the double reflection intelligence gives.

Intelligent people see both sides and all sides of things and events, and are not cast down. Ignorance sees nothing, and has no hope and no ambition, and is helpless.

POWER of every sort is infinitely expansive, and this is the reason why the wine of a new life and a new culture bursts the old bottles of tradition. Mental power is the most expansive of all power. This is what education and culture means—expansion!

WHAT are your aims?—that is your limitation, remember, and your only limitation.

How—when the teacher, inspired by the greatness of his work, ploughs down through the very soul of things and gets the bottom fact, and takes his pupils with him—both, and all, are strengthened and refreshed, by the discovery; and power augments and grows until collateral facts are explored—new links are discovered and added. What then? Do such pupils have to be urged to study?

Is not such teaching an introduction to the Infinite?—to the whole of

things and of life? Is that the sort of teaching which is being done? That is the sort that lasts.

Is it not a mistake for our friends in private schools to oppose the passage of the Blair Bill?

Are not the private schools poorly patronized because of the lack of interest in education on the part of the people, and the lack of intelligence as to the real value of education?

An increase of interest and an increase of intelligence would certainly help the private schools.

The more schools and the better the schools—the more the demand for education increases.

The public schools—doing the most and the best that they can—are not able to meet all the demands in this direction: hence, the better private schools will flourish all the time.

THE REMEDY.

WHAT will your State get, if the Blair Bill passes? Look over the figures and see.

What is the length of the school term now?

What are the wages paid? When are they paid?

Are the school terms long enough, and are the wages paid liberal enough and promptly enough to secure competent men and women to properly educate the people for the larger duties and growing responsibilities of American citizenship?

We appeal to teachers, to parents, to tax-payers for an answer.

We know the school terms are not long enough; we know the wages paid are not enough; we know that our law makers in the State and in the National Legislature are ignorant; we know that we all smart for and pay roundly for this unwise legislation—this lack of wisdom.

What is the remedy—where is it to come from?

Forty-four Senators say that the important work done by the teachers in the United States, even with short terms and small pay, is so valuable that we are not only willing, but anxious, to supplement it, by appropriating \$77,000,000 to aid and extend it.

What do the four hundred thousand teachers in the United States say to this liberal and wise proposition? Do they all sign petitions for the passage of this measure? Do they all get up meetings to show its value and necessity and helpfulness? Do they all circulate information as to the non-partisanship and non-sectionalism of this action of the Forty-four United States Senators? Do they call attention to the names comprising this "Roll of Honor?"

Can it be that when over six millions of people are blind in their illiteracy and helpless too by virtue of it—and that illiteracy is actually on the increase—can it be that any single teacher or school officer is or can be indifferent?

Let the four hundred thousand teachers in the United States, and the ten times this number of school officers unite now and endorse this liberal and beneficent action of the Forty-four United States Senators and send in petitions for the immediate passage of this measure.

It will increase the length of the school term in all the States. It will increase the wages and standing and respectability and usefulness of every teacher in all the States. It will help the school officers to provide more liberal and prompt compensation in all the States. It will add to the prosperity and happiness and intelligence of the people in all the States. It will hold in check crime and lawlessness and reduce taxation in all the States.

PRESIDENT CLEVELAND says in his message that the question of the surplus "should be approached in a spirit higher than partisanship and considered in the light of that regard for patriotic duty which should characterize the action of those intrusted with the weal of a confiding people."

That is all the warrant we should ask for a distribution of at least one hundred millions of this surplus among the people for educational purposes.

There would be no "partisanship" in that, and Congress would discharge a "patriotic duty" by such action.

ANOTHER VICTORY.

THE Vice-President of the United States, John James Ingalls—familiarily known to the readers of the AMERICAN JOURNAL OF EDUCATION as "Senator Ingalls"—has been convicted and converted to the idea of spending some of the millions of money now idle in the United States Treasury for Education. In a late "Interview" with Mr. Frank G. Carpenter of the New York World Senator Ingalls said:

"I would spend this surplus in bettering the condition of the country. I would establish first, a great national institution for the

TRAINING OF TEACHERS as soldiers are educated at West Point and naval officers at Annapolis, whose salaries should be paid from the Treasury, and who should be sent to those parts of the United States where they are needed, to establish common schools, and to battle with ignorance.

I would not give millions to States that have shown themselves absolutely indifferent to the education of the people without supervision or responsibility, as is contemplated in the Blair Bill. I believe that universal education is indispensable to national existence, but a different method should be adopted to secure it."

This is a victory gained. We rejoice that Senator Ingalls is in favor of Federal Aid to Education. If it is

right and proper to keep up schools to train fighters on land and sea, it is equally right to keep up schools to train teachers to educate the people.

War is barbarous and destructive, and unrighteous and despotic. Schools and intelligence bring peace and prosperity and brotherhood and wealth and righteousness.

Our teachers train, and their trend is peace and for peace.

Let us at once distribute \$100,000,000 of the surplus plus for schools—to increase the length of the school terms and the wages of our teachers—until we are able to have school sessions nine months out of the twelve and to pay a minimum average salary of at least \$50 per month in all the States.

HERE ARE THE FACTS.

LET us keep it before the people; let the tax payers who have paid their money into the United States Treasury; let parents, who have children to educate; let the teachers who are underpaid, or not paid at all, look over the following statement, as to the amount of money the schools in each of their States will receive—without any additional taxation—if the Blair Bill passes this session, appropriating \$77,000,000 for education.

Then let all inquire as to the length of the present school terms; then let them ascertain the rate of wages paid—and if they do not then see the absolute necessity of this measure—let them consider the other startling fact that these amounts are based on the

ILLITERACY NOW EXISTING, and that illiteracy is on the increase. This money is now in the United States Treasury useless.

Yes, keep these facts before the people until their active and persistent co-operation is secured for the enactment of this wise and beneficent measure.

ALABAMA would receive

Five millions, three hundred and seventy thousand, eight hundred and forty-eight dollars and forty five cents.

ARKANSAS would receive

Two millions, five hundred and three thousand, one hundred and seventy dollars and ninety seven cents.

FLORIDA would receive

Nine hundred and ninety three thousand, five hundred and forty-eight dollars and seventy nine cents.

GEORGIA would receive

Six millions, four hundred and forty-eight thousand, four hundred and eighty-two dollars and sixty-six cents.

ILLINOIS would receive

One million, eight hundred and ninety-one thousand, six hundred and sixteen dollars and forty-six cents.

INDIANA would receive

One million, three hundred and seventy-two thousand, four hundred and forty-one dollars and twenty-six cents.

IOWA would receive

Five hundred and seventy-seven thousand, five hundred and thirty-two dollars and eighty-four cents.

KANSAS would receive

Four hundred and eighty-nine thousand, one hundred and forty-seven dollars and seventy-two cents.

KENTUCKY would receive

Four millions, three hundred and sixteen thousand, nine hundred and thirty dollars and sixty-three cents.

LOUISIANA would receive

Three millions, nine hundred and forty-five thousand, fifty-one dollars and forty-eight cents.

MARYLAND would receive

One million, six hundred and sixty-six thousand, four hundred and forty-two dollars and eighty-eight cents.

MISSISSIPPI would receive

Four millions, six hundred and twenty-four thousand, three hundred and thirty-nine dollars and thirty-three cents.

MISSOURI would receive

Two millions, five hundred and eighty-six thousand, six hundred and seventy-four dollars and three cents.

NEW YORK would receive

Two millions, seven hundred and twenty-one thousand, sixty-six dollars and ninety-eight cents.

NORTH CAROLINA would receive

Five millions, seven hundred and forty-nine thousand, one hundred and twenty-one dollars and thirty-seven cents.

OHIO would receive

One million, six hundred and thirty-three thousand, seven hundred and eighteen dollars and twenty-one cents.

PENNSYLVANIA would receive

Two millions, eight hundred and twenty-five thousand, three hundred and twenty-four dollars and ninety-eight cents.

SOUTH CAROLINA would receive

Four millions, five hundred and eighty-two thousand, seven hundred and ninety-two dollars and twenty-six cents.

TENNESSEE would receive

Five millions, eighty-nine thousand, two hundred and sixty-two dollars and sixty-two cents.

TEXAS would receive

Three millions, nine hundred and twenty thousand, nine hundred and thirteen dollars and seventy-eight cents.

VIRGINIA would receive

Five millions, three hundred and thirty-two thousand, four hundred and ninety-eight dollars and twenty-five cents.

WEST VIRGINIA would receive

One million, fifty-seven thousand, eight hundred and ninety-five dollars and thirty-three cents.

WISCONSIN would receive

Six hundred and eighty-eight thousand, four hundred and twenty dollars and three cents.

DON'T WANT IT.

SOME of the members of Congress say their States do not want Federal Aid to Education. None of them are so unwise or so foolish as to say, they do not need it.

Very well. How many of the States do want and need Federal Aid? Let those who claim they do not want it, be magnanimous and allow those States who do want it, and need it, to have it, and let the proportion of those States who do not want Federal Aid be added to and distributed among those States who do want it.

Let the race between ignorance and its stupidity, blindness and helplessness begin with the intelligence and prosperity and progress that comes from this diversified industry which intelligence and commerce begets, and let the world see the consequences of keeping six millions of illiterates in ignorance.

Forty-four United States Senators registered themselves in favor of distributing \$77,000,000 of the surplus for schools—now, then, let it be done.

Let every teacher and every school officer and every pupil—where there is not money enough to keep the schools open nine months out of the twelve and pay a minimum average salary of \$50 per month, sign and send on petitions for the distribution now.

It will take temptation and power for evil and debauchery of public conscience away from the partisans in all the States—partisans in and out of Congress—who if this money is not distributed for education will seek to spend it for unprofitable and unrighteous partisan purposes. The points have all been debated and settled as to its necessity and as to its Constitutionality by the highest legal authorities.

It only needs now, this immediate united action on the part of the teachers, school officers, tax-payers and people to secure for educational purposes \$77,000,000 of money.

Will you all act—and act now?

Sign, circulate. Secure names, and send on the Petitions!

TYRANNY is always weakness. Only despots resort to it to carry out their nefarious schemes.

MORE PRACTICAL.

LET the teachers take hold and do practical work in the schools. Teach your pupils to date, write, properly sign, and plainly direct their letters for the following reasons: One of our leading daily papers said:

"It is impossible to determine how much the people themselves are to blame for the fact that 23,226 letters, containing \$7,644,486 of negotiable paper, found their way to the *Dead Letter Office* during the last year; but there are good grounds for the conclusion that with a postal service as notoriously inefficient as ours has become under the present Administration, the fault lies mainly with the careless and blundering officials and employees who have the handling of the mails."

For the above reasons we urge teachers to train their pupils to properly write, sign and direct letters, and also to register our PREMIUM CYCLOPEDIA, or any other valuable package they order sent by mail.

MR. HENRY GALIVAN of Shermansville, Kansas, writes that he is "not a teacher," but a Director of the School District, and the AMERICAN JOURNAL OF EDUCATION furnishes not only the teachers but the school officers with the most valuable information.

If more of the school officers would take it and read it and circulate it, the school interests all over the State would be greatly promoted. They would visit the schools more and become more interested in what is being done. The teachers and school officers should counsel more together so as to do what is best for the pupils for the short time they are in school. Your earnest work in this direction deserves all praise."

If we cannot found "a great National Institute for the training of teachers" in Washington, let us take some of the surplus and start TRAINING SCHOOLS.

for teachers in some of the States where trained teachers are so much needed.

This need for trained teachers has been so much felt that the managers of the "The Peabody Fund" have appropriated large amounts for this purpose in Texas, Tennessee and other States.

This fund has been of immense advantage in several of these States; and we notice the State Superintendent of Texas making a strong plea for more of the Peabody Fund in that State, while he, and the Senators and most of the Representatives oppose Federal Aid to Education.

Why should Federal Aid do more harm than "aid" from the Peabody Fund?

If aid is needed, why oppose Federal Aid?

The money is in the treasury; the

people have paid it; they need it now for education.

What disposition can be made of this surplus that will help the people so directly and so permanently as Federal Aid to education?

OUR PREMIUM CYCLOPEDIA.

WHICH we send *postpaid* with the AMERICAN JOURNAL OF EDUCATION for \$1.00 per year, is for all teachers who do not have ready access to a library.

Many teachers write that it is the most useful book ever published. It contains 800 pages, 50,000 separate and distinct references, and 1,200 engravings, illustrating various topics. In addition to the full and complete Cyclopedia arranged in alphabetical form, we have bound up in the volume

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including a Guide to Correct Speaking and Writing; Book-keeping; a Complete Guide to Business; Chronological History; Mythology;

AN INDEX TO THE HOLY BIBLE; a Complete Brief Biographical Dictionary. Full and Complete Statistical History of the United States, corrected to the latest date. The Interest, Banking, Usury, Insolvent, and Homestead Laws of the United States are for the first time gathered together in one volume.

A LIST OF COUNTERFEIT NOTES, with Rules for Detection of Counterfeits. Separate Dictionaries of Musical, Nautical and Geographical terms. A carefully prepared treatise on Pronunciation, giving rules and examples whereby every one can become his own teacher.

AN APPENDIX OF THE ENGLISH DICTIONARY,

giving hundreds of words not contained in the ordinary dictionaries.

FLAGS OF ALL NATIONS,

beautifully illustrated by colored plates. In fact the book is a complete library in itself, which in separate volumes would cost at least \$100.

It is profusely illustrated, and contains a mine of information on almost every subject known to man. Every one of the many different departments is worth more than the cost of the book. As "knowledge is power," this Cyclopedia will be a source of wealth to thousands of all ages and conditions in life. It is not only the best for the price, in all respects, but by far the cheapest, Cyclopedia ever published. This handsome octavo volume is printed on good paper, and handsomely bound in cloth embellished with gold.

We hope teachers everywhere will show this helpful and valuable Premium to their friends, so that all may secure it. It will be sent, postage paid, with the AMERICAN JOURNAL OF EDUCATION, one year, for \$1. Send ten cents to register it.

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN,..... }

FEDERAL Aid means more education and less taxation. Are you not in favor of this?

FEDERAL Aid means prosperity and harmony and intelligence, as against stupidity, poverty, brutality and ignorance.

We are for the former as against the latter. Which are *you* for? What are you *doing* to secure Federal Aid to Education in Arkansas?

WE are each a part of the social and political organization of the time to which we owe duties, and it requires a vast amount of intelligence and experience to do all our duty in this complex and comprehensive existence.

Woe to the man or men who keep the people in ignorance.

OUR unity of effort and work, as teachers and instructors, will render us impressive when it comes to be better understood and appreciated.

THE only dungeon is that which immures the intellect and the conscience.

GIVE us intelligence, conscience and love—and there is greatness.

CRIME.

SEVEN TO ONE.

"It is proved by figures that cannot be questioned, that in New York and Pennsylvania, the illiterate man's liability to crime is seven times that of the educated person."

TEN TO ONE.

"Taking the country as a whole, the tendency is ten times as great."

The above extracts from a report by Dexter A. Hawkins, New York City, as Chairman of Committee on Education, speak like a trumpet or a cannon boom. It is as true in substance now as when it was first presented.

The illiterate number up by millions, armies of ignorance and vice, armies of criminals; why should the hard-working support the idlers? why should the temperate support the drunkards? why should the honest support the thieves and rascals? why, in a word, should the virtuous be taxed heavily and constantly to sustain the vicious—the minority to sustain the majority?

It is because of human society; all intermingled; "no man living to himself, no man dying to himself; mutual relations between employers and employed everywhere, between the richer and the poorer, between the buyer and the seller, between producer and consumer, between consign-

er and consignee, and so on, through the octaves. True it is, and the more we examine it the more true and urgent and personal it seems to grow.

The children must be educated or become, largely, criminals.

Dollars and cents are enough to settle it. It costs less in the long run to educate a child than to neglect him. It saves money over and over, to train up a good citizen, than a criminal, as the statistics of expense for crime will demonstrate with overwhelming force. We must educate or be endangered. The danger is already immeasurable, and is steadily increasing, like a freshet in the Mississippi. Our only safety is to keep up the levees and, if necessary, build higher; to build more and better school houses; to employ more and better teachers, instead of building larger and stronger jails, hiring jailers and officers; instead of feeding, clothing and guarding criminals at heavy expense every year. The statistics of crime are frightful.

There is no time to lose. Whatever is done should be done quickly. Lord Nelson gained his victories by beginning his broadsides ten minutes before the enemy were ready to shoot; it demoralized and demolished men and plans. Every year lost, means hundreds or thousands more to swell the army of criminals.

"Up! guards, and at them!" was the Duke of Wellington's order when the battle of Waterloo began.

Up! good citizens, and at them, may well be the watchword now, to save the children, the new generation, the sole hope of the nation's future, the great vanguard of promise. If they grow up illiterate, the death knell of Liberty will begin to toll.

L. W. HART.

WHAT IT COSTS.

THESE thoughtless, irresponsible agitators are not apt to look behind the curtain and see what a big strike means. We see the men hanging around the saloons who, when approached, seem firm and confident as to the result and determined to stay out any length of time until they gain their point; but if we go to these men's homes we first really see what the strike signifies to their wives and children—and this is starvation pure and simple.

The latter have no saloons and "free lunches" to support them through this period; no one hails them as the vindicators of the divine rights (?) of labor; they have the divine right to suffer and to starve, and nobody seems to dispute their monopolization of that role.

These human parasites—the saloons—keep feeding on their fellow-men, are excrescences that ought to be lopped off the body politic with an unsparing hand.

The "walking delegates" are the

drone of the hive, and not only devour the honey that other people make, but also are so foolish as to "kill the goose that lays the golden eggs," by preventing the industrious bees from working.

In nearly every case of late years the workingman had nothing to gain and everything to lose by striking. None of the important strikes have succeeded, the time the men were "out" representing the loss of millions to the community at large.

And supposing after all the striker does gain what he is standing out for, an advance of ten per cent., after a month's fight, it will take him nearly a year at the advanced wages to make up the loss of that month to himself, while the loss to the community at large is a permanent one.

ANARCHY and ignorance go hand in hand. They mean ruin, a scourge, a beast of prey, a flame of war. Our schools train to unity, to obedience, to peace and industry. Anarchy and ignorance cost. Intelligence pays.

THE DIFFERENCE.

Do you see it as D. Quincey did?

He shows it as follows:

"What do you learn from 'Paradise Lost?' Nothing at all."

What do you learn from a cookery book? Something new, something that you did not know before, in every paragraph. But would you therefore put the wretched cookery book on a higher level of estimation than the divine poem?

What you owe to Milton is not any knowledge, of which a million separate items are but a million of advancing steps on the same earthly level; what you owe is power, that is, exercise and expansion to your own latent capacity of sympathy with the infinite, where every pulse and each separate influx is a step upward—a step ascending as upon a Jacob's ladder from earth to mysterious altitudes above the earth.

All the steps of knowledge from first to last, carry you further on the same plane, but could never raise you one foot above your ancient level of earth; whereas the very first step in power is a flight, is an ascending into another element where earth is forgotten."

THERE has, for years, been need for some simple and inexpensive presentation of the Kindergarten *Gifts and Occupations*. Mrs. Hubbard's book is too high priced to sell outside of St. Louis.

W. N. Hallman, of LaPorte, Ind., well and favorably known as an intelligent worker in education, has published through A. S. Barnes & Co. "Primary Methods: a Complete and Methodical Presentation of the Use of Kindergarten Material in the Work of the Primary School."

We know that teachers will be aided by an acquaintance with the work, and therefore commend it.

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CAMPBELL NORMAL UNIVERSITY

Is located at Holton, Jackson county, Kansas, 56 miles W. of Leavenworth, Kans., on the Kansas Central, 68 miles S. W. of St. Joseph, Mo., and 30 miles N. of Topeka, on the Rock Island, 80 miles N. W. of Kansas City, on the Kansas City, Wyandotte and Northwestern.

The remaining sessions begin Jan. 24, April 3, and June 12—continuing to July 20. These frequent terms, and the organization each term of classes in all the common branches, Rhetoric, Book-keeping, Latin, German, Physiology, Philosophy, Drawing, etc., render this school the best for teachers. Teachers can enter any week of the year and find classes to suit them. Natural methods of instruction, coupled with natural courses of study, enable students to accomplish more here in a given time than at any other school in the West.

The Commercial and Music Departments are giving very superior instruction.

SUPT. GREENWOOD says:

"Many of our teachers teach more than they know. By their attractive power they draw children oftentimes into higher paths, even against the most diverse influences. They quicken activities that seem almost dead, and set thoughts in motion that the majority believe not to exist. They know how to make the rough places smooth, and to restore cheerfulness and tranquillity to unhappy children."

Ah! blessed are all such, and there is a host of them too!

IN FAVOR OF IT.

ONE of our most intelligent and leading teachers writes that "we must circulate the printed page more largely, so as to reinforce the people and stimulate them to greater interest in our work, and in sending broadcast what the JOURNAL prints. We live in a wonderful age.

As for the Blair Bill, I am for it, morning, noon and night; first, last and all the time.

Mr. Cleveland does not seem to see how we can reduce the great surplus in the treasury. Why does he not recommend the passage of this Bill?

Put seventy-seven millions into circulation; assist business; give an impetus to every industry, and public education a tremendous boom in all the States. We could eat our cake and still have it.

I am unable to see how or why a single Congressman can oppose this Bill. Can he be a statesman who votes to keep this vast surplus looked up in the public treasury, ruining business, when there are so many ways by which it could be put in circulation?

Old Gen. Jackson would find a way to put it out, if Congress could not.

Pass the Blair Bill, pay off bonds, institute public improvements, and divide a larger amount among the States, if need be, but get the money out where it can do the people some good. It might as well be in the bottom of the ocean as where it is. Yes, pass the Blair Bill." F. J.

ITS VALUE.

Do our teachers quite realize the value to them and to the people too of the printed page? Do they? Do they know that when they put one fact, or ten, or ten thousand into print, that tens of thousands are put in possession of these important facts, who, but for the printing of these facts would have gone on, perhaps all their life long, without this knowledge or the power it gives them?

Then, too, when the tens of thousands have read this fact or statement in the printed page, it stands to reinforce them again and again until they make it their own. This is why a good paper helps so much to make our conversation profitable, helpful, intelligent and inspiring. The wise, well-read, well-posted lady or gentleman will have no need to resort to "low gossip" or to "scandal," in order to be interesting, attractive, strong and instructive.

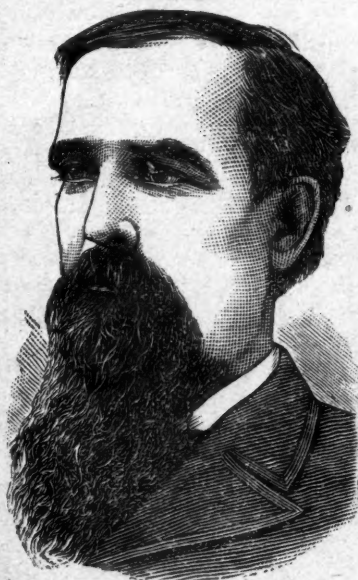
POSSIBLY the taking of heaven by force may really mean for each individual nothing else than the creating of heaven by free, intelligent, resolute work, transforming a portion of the wilderness by rationally directed physical labor into a focus of sunshine and beauty, in the midst of which the work of the spirit itself

can be carried forward to the unfolding in ever richer degrees of realization the imperishable, supremely beautiful phases of that supernal paradise, wherein the awakened soul may dwell in the repose of its own freely creative activity and hence in possession of divinest joy.

UNANIMOUS.

SENATOR BLAIR, from the Committee on Education has again reported favorably the bill passed by the Senate during the last session and known as the Blair Educational bill. It received the unanimous endorsement of the committee and contains but one slight change from the bill as it passed the Senate. It provides for a total appropriation of \$79,000,000 to be expended for Education in eight years.

Indications point to its early passage by the Senate by a good majority. Senator Blair thinks that if properly presented to the House it will be speedily and properly acted upon.



HON. H. H. RIDDLEBERGER,
U. S. SENATOR FROM VIRGINIA.

"I survive
To mock the expectation of the world:
To frustrate prophecies:
So shall I no whit be behind in duty."
—SHAK.

SENATOR RIDDLEBERGER—as did forty-four other United States Senators, with wise foresight, vote for and labor to secure the passage of the Bill giving \$77,000,000 of the surplus in the United States Treasury to the States for Educational purposes on the same basis that he with them voted for other appropriations for "the general welfare."

Virginia would receive nearly five and a half millions of money for school purposes, if the Blair Bill was passed.

When we look over the actual condition of things in the South, we are not surprised at the efforts made by the Hon. Senator to pass this bill.

These States are in a life and death struggle with illiteracy. It is grow-

ing upon them; and do the most and best that they can, they are unable, with all the other demands made upon them, to provide adequate facilities to educate the people.

Looking over the whole ground, and after listening to all the arguments for and against the appropriation, Senator Riddleberger, with a high sense of duty, voted for the measure.

Senator Riddleberger was educated in the common schools of the State; studied law; was elected as Commonwealth's Attorney; was a Presidential elector on the Democratic ticket; took his seat in the United States Senate in 1883, and his term of office will not expire until 1889.

The attendance of the school population of Virginia is less than 30 per cent., and the average wages paid the teachers is less than \$30 per month.

Can Virginia, or any other State, properly educate an "American citizen" on such a basis?

The question answers itself.

DR. FRANCIS B. PALMER, Principal of the Fredonia (N. Y.) State Normal School, has certainly reflected credit upon himself in his "Science of Education."

Part I. consists of an explanatory "Introduction" and the "General Consideration of Education as a Science." Under the latter heading Dr. Palmer discusses the distinction between Law, Principle and Rule; between Science, Art and Philosophy. In the remaining chapters he devotes himself to an "Explanation of Terms," to considering "What is Education," and to an examination of "Reflective Consciousness," "Unconscious Beginnings," "The Mental Faculties," and the "General Law of Development."

Part II. is devoted to the "Special Laws of Mental Development, the Laws of Physiological Relations, the Laws of Reflective Consciousness, Native Activity, Discrimination, Unification, Correlation and Degradation, Sequence, Attention, Exercise and Limitations."

Part III. undertakes to apply the positions established in Parts I. and II. It deals with the "Development of the Several Faculties, Cognitions, Feelings and Will."

The JOURNAL finds itself in sympathy with the work undertaken by Dr. Palmer, and is sufficiently satisfied with the execution of his plan to recommend the book to teachers.

Van Antwerp, Bragg & Co., of Cincinnati publish this as well as many other excellent educational works—text books and books of general utility.

THE JOURNAL has always considered nothing in the way of liberal study as foreign to its aim—if we may be allowed to paraphrase the classical quotation. We have consistently and persistently urged that liberal studies

formed the best of pedagogics. We mention this, partly, because we wish to enforce upon our readers the value to them of such periodicals as *Shakespeareana*; and partly because having worked without discouragement for results not immediate, we feel entitled to express our satisfaction in the justification of our prevision by the present movements in education and literature.

GINN & Co. in *Collar's-Bysenbach's German Grammar* have more than maintained their reputation; for the book is not only creditable, but manifestly superior to other works of the sort.

Ginn & Co., years ago, adopted a plan originated in St. Louis: that of presenting essentials and of omitting the interesting but valueless matter of books such as Andrews and Stoddard's Latin Grammar. The usual defect is to try to be too exhaustive, and thus to waste the student's time and energy.

This German Grammar undertakes, according to its Preface, to "equip the faithful student for understanding, speaking and writing German, with the utmost economy of time and labor"—and it seems really to make good its claim. 1. It is clear in directions for the pronunciation of the letters. 2. It recognizes the sentence as the unit of thought and speech (another St. Louis proposition). 3. The rules for accent are notable for their simplicity. 4. It is well graded. 5. Its classification of declensions and conjunctions is simple and rational. 6. Its vocabulary is such as one would be likely to use. 7. Its proportion of translation is exceedingly correct. 8. The appendix and the notation of the words in the German vocabulary are valuable.

It is intended for the use of English speaking persons, and as in the case of another St. Louis book, it assumes that the student need not be retaught what he has already learned in English.

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PRICES—For an Instrument, the Resuscitator, with gilded needles, a bottle of Improved Oleum, and a book of instructions, fifteenth edition, with appendix concerning the Eye and Ear, their Method of Cure, sent free, \$3.50. Price of a single bottle of Oleum, sent free, \$1.75.

Beware of Counterfeits.

20-9-121

Mention this Journal

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN.....

SIGN, circulate, secure names, and send on the Petitions to your member of Congress at Washington, and ask them to vote for Federal Aid to Education.

Look over the facts as to what your State will secure in money for education when the bill passes granting Federal Aid to Education.

Talk up the matter and talk it over. Answer the objections of the ignorant and the indifferent, and get *all* the people to move and move now for this beneficent and necessary measure.

THE State of Texas is behind in the payment of her teachers about one million of dollars!

Is Texas behind in paying her other county and state officers?

LET us dispose of the surplus to educate the people and not to debauch them.

Partisans are after the surplus to buy votes; let us spend it to educate the people to help and take care of themselves.

Sign, circulate and send on the petitions to your members of Congress and urge them to vote to help the schools.

ARE all our teachers aware *how much* we give them in our Premium Cyclopaedia? Look over page 11.

S. C. THOMAS, of Marmaduke, Texas, writes:

"The JOURNAL and its splendid and useful Premium Cyclopaedia, with its 800 Pages, and 50,000 separate and distinct references, with 1,200 Engravings, illustrating various topics; in addition to a Complete Library of Knowledge, including a Guide to Correct Speaking and Writing; Book-keeping; a Complete Guide to Business; Chronological History, Mythology; etc., I do not see how any teacher can afford to be without this work.

I am a Normal graduate and am following the suggestion of the AMERICAN JOURNAL OF EDUCATION to interest the people in my work with great success.

Our teachers fail, it seems to me in this respect more than any other. The JOURNAL is a very great help in this direction too. My pupils read the JOURNAL too with interest, and I keep it circulating until it is worn out."

THE aggregate work done by our teachers, in the uplifting of the people, is colossal. This is the proper view to take. Particles make the mountain, drops the ocean.



HON. D. W. VOORHEES.

U. S. SENATOR FROM INDIANA.

"A man of sovereign parts he is esteemed."
—SHAK.

IT has been said that the true test of a great man—that which secures his place among the higher order of great men—is his having been in advance of his age. This it is which decides whether or not he has carried forward the great plan of human improvement, and has conformed his views and adapted his conduct to the existing circumstances of society or *changed* those so as to better its condition—this is the test.

Senator Voorhees has not only done what he promised to do—but he does not hold himself quit of obligation to do more. He is one of those who

"Like giants stand
To sentinel the enchanted land!"—

—arouse it from its lethargy and the demoralization of mere partisanship, and if necessary impeach law in the court of right.

Here is his plea for the Blair Bill on the ground of

"THE GENERAL WELFARE."

Who can gainsay it or answer it?

"But to resume our illustrations of the exercise of power to promote the general welfare.

Why, sir, Jefferson not only purchased Louisiana, but in 1804 he organized and sent forth that immortal exploring expedition led by Lewis and Clarke—Clarke the brother of George Rodgers Clarke, whom John Randolph styled the Hannibal of the West; and Lewis, Jefferson's private secretary. For more than two years they were hidden from the world and thought to be lost.

When they returned, however, they were laden with the spoils of knowledge. They had reached the head waters of the Missouri, crossed the Rocky Mountains near the track where now the Northern Pacific Railroad speeds its locomotive, descended the Columbia River until they looked on the Pacific Ocean from its mouth, making and preserving careful observations and ample notes of all they saw for the use and instruction of the Government. And from that day to

this our Territories have all been extensively and thoroughly explored.

Go to Major Powell's office in the National Museum and you will see the truth of what I say.

But how did those splendid drawings, engravings, and maps of queer and distant scenes and countries come to hang on his walls unless there is some general power such as has been asserted and conclusively demonstrated by the Senator from Arkansas?

As I walk from the Senate to the other end of this Capitol I never pass through the old hall of the House of Representatives without lingering and looking. It has a new name, Statuary Hall, and I see there the statues of the illustrious dead. It is the American Valhalla, "the palace of immortality."

Washington is there, and around him in mute majesty are gathered the heroes and leaders of Revolutionary times. Lincoln is there, faithfully delineated in face and form, sad, thoughtful, and care-worn. Kosciuszko, over whose fall freedom wept in all lands, is there, and Pulaski, who died at the head of his legion at Savannah for American liberty, and the great soldier Nathaniel Greene, and many others whose names are full of glory, are there.

But where is the power in the Constitution to place them there unless the Senator from Arkansas has found it?

Pause also in the Rotunda. There the artist has strongly appealed to every sentiment of patriotic pride in the American heart. There, on canvas, Columbus makes his immortal discovery of a new world; there the Mayflower moves upon the deep; there the Declaration of Independence is signed in solemn and august council; there Burgoyne surrenders; there Cornwallis lays down his sword and the war ends at Yorktown; there Washington returns his commission to Congress and retires to Mount Vernon.

Who can look unmoved on such scenes? And yet if the opponents of this bill are right, they are all there in violation of the Constitution.

During nearly all my service in the Senate I have been connected with the Committee on the Library. We have purchased valuable papers left by eminent men; also great historic paintings. At the last session of Congress we purchased the celebrated life-size portrait of Washington, by Charles Wilson Peale, who was a soldier and artist both, for which Washington commenced his sittings at Valley Forge and finished them during the ensuing campaign.

Now, in all these things is it possible that we have been mistaken in our just powers, and have been acting outside the Constitution?

Across this broad land from the Atlantic to the Gulf there is a vast belt of country where great and brave

armies fought twenty years ago. As the traveler passes through this belt filled with its sad memories he sees here and there the flag of the country flying. Looking beneath its folds he beholds a national cemetery where the dead are buried in clean, well-kept graves, marked with headstones, covered with grass and flowers, and guarded and cared for by a superintendent, a Federal official.

Where is the power for this? Sir, the construction which Senators opposed to this bill seek to place on the Constitution is too narrow to embrace our national grave yards."

THE teacher works not for one, but for all.



WILLIAM T. HARRIS, LL.D.

"To do this,
Is within the compass of man's wisdom."
—SHAK.

THE JOURNAL feels justified in reiterating its belief that teachers can best promote their professional usefulness by possessing themselves of the thought-giving utterances of Shakespeare, Victor Hugo, and the other masters of literature; of Huxley and Tyndale and others who hold an equally representative place in Physical Science; of Winckelmann and Lubke and others who discuss the Fine Arts. If teachers will remember that, as they broaden their manhood and womanhood, they will best promote the special interests of their vocation; that methods are more certainly and more easily learned through principles than through rules, they will soon discover that the use of their time out of school in acquainting themselves with the accumulations of human wisdom, will best advance both pupil and teacher.

The JOURNAL does not present mathematical puzzles, controverted points in formal Grammar, or particular methods by whose use the need for the fullest activities of both pupils and teachers are to be dispensed with. Rather, as its readers know, does the JOURNAL give constant exhortations to professional loyalty: gems from the inspiring writers; biographies of men and women whose success renders their experience of value to others; protests against unusually false charges in respect to Public Education; replies to allegations enti-

tled to an answer; reviews of books calculated to be serviceable to teachers; attempts to stimulate an intelligent interest upon the part of the community in the all-important work our teachers are doing.

The JOURNAL believe this to be at least one of the functions of educational journalism, and one too often neglected. Other methods have induced at least these undesired results.

At a time when publishing houses represent one of the largest and most intelligent of our business interests; at a time when publishing houses meet, even if they do not anticipate, every want real or supposed: at such a time it is specially futile for a paper or magazine (even though possessed of large capital) to enter into competition by offering the luccubrations of the mere neophyte, when any information desired can be given so much more satisfactorily and so much more effectively by referring the inquirer to standard works published to meet just such needs. There results a want of interest which precludes all but the devourer of newspapers, as such, from reading even the educational paper or magazine for which he subscribes. More than this, the teacher's calling is rendered petty and contemptible in the eyes of the community, and as a natural result, it has a belittling effect upon many of its votaries. To be sure the mass of persons talk shop; but it may be asked, is the shop talk of any other calling so little inspiring as that of the teacher? Long enough have appeals been made to the charity of the community; long enough has the community been taught to consider that its teachers are genteel objects of charity, whose work, however poorly paid, is yet receiving a sufficient recompense. When men and women, recognized by the rest of the community as efficient men and women, vindicate their ability, then will the community as willingly pay a reasonable salary as it does for such other services as it is compelled to seek from capable persons. Let the teacher become the *best educated*, the most intelligent, and therefore the most influential person in the community, and the community, judging work as it does by the laborer, will readily accept the teacher's estimate of the teacher's calling. But this can be done by no study of chance problems, by no adoption of methods. The path to such education as we have described; such education as alone is worth the pursuit; lies, as it seems to us, in the direction of the largest acquaintance with and the fullest sympathy with, "the thoughts that breathe and words that burn;" the persuasive utterances which alone compel our wills.

The JOURNAL has dwelt, for example, upon special forms of educational service rendered by Dr. Harris. The lofty aspirations, the intellectual strivings, the all-pervasive interest of

Dr. Harris continues to make his acquaintance an event in the lives of many whose lives were running along—not with the irresistible impulse and fertilizing effect of a great river—but rather like the shallow rivulets which might add to the natural features of the landscape, but which served but the most insignificant of ends. The teacher, above all other factors of human life, should be an influence: and this can be only upon condition of gaining individual breadth and depth and strength.



HON. N. H. R. DAWSON,
UNITED STATES COMMISSIONER OF
THE BUREAU OF EDUCATION.

"The satisfaction I would require,
Is likewise your own benefit."
—SHAK.

THE Bureau of Education, under the charge of N. H. R. Dawson, as Commissioner, is another illustration of the difference between apprehensions excited for the sake of political capital, and the absence of any real occasion for such apprehension. The services of General Eaton had been so real and so long continued, that it was natural to feel some distrust of any possible successor.

But Commissioner Dawson, despite his Southern nativity, has accepted his unavoidable disadvantages, and devoted intelligent energy to advancing the interests of the Bureau.

It is to be hoped that the writer is not mistaken in believing that the new Commissioner does not place the pale of civilization no further West than Buffalo. In this case the West, Southwest, and South will receive recognition for any meritorious work which they accomplish. It is safe to assert that no school system—including all departments—from the Kindergarten up to the High School and Normal School—in any section of the country has more to show in vindication of its having existed, than that of St. Louis. More especially is this true of the St. Louis High School. Whether its record be tested by the excellence of the students who have gone forth from it; by the teachers of eminence who have there received their professional development; or by the use-

ful activity of many who have been members of its Faculty, the result will be the same.

So, too, the eminence of Dr. W. T. Harris in the work of public education would seem to have called for a more generous recognition than is to be found in the reports of the Bureau of Education for the years gone by.

Circular of Information No. 2, 1887, is devoted to The Study of History in American Colleges and Universities.

This work was most properly entrusted to the editorial supervision of Dr. Herbert B. Adams, Associate Professor of History in the Johns Hopkins University; it has been executed in a manner which reflects great credit upon the editor.

Commissioner Dawson's Introduction is deserving of reproduction and of circulation where the Circular may fail to reach.

"The accompanying monograph, prepared at the request of the Bureau of Education, by Dr. Herbert B. Adams, of Johns Hopkins University, relates to the methods of studying history in American Colleges and Universities. The subject is treated from an historical point of view, and is a substantial contribution to the history of the higher education in the United States. Dr. Adams' sketch of William and Mary College, Circular of Information No. 1, 1887, with its practical suggestions of reviving political education throughout the country, was preliminary to this larger report, which is designed to promote the study of history as a basis for political science.

In Dec., 1885, a circular letter was issued from this office, inquiring into the present condition of historical studies, not only in colleges and universities, but also in high schools, normal schools, institutes, academies, etc. The returns while extensive, were on the whole unsatisfactory. In a few instances there were encouraging signs of good work in both higher and secondary training, but the general results indicated a serious absence of proper historical instruction in all grades of American education. By my advice the tabulation of statistical returns was restricted to institutes of the college and university grade. The question of secondary education in history demands special treatment and a study of the best methods now in use in the German gymnasia, the French lycees, and the English public schools.

From the unsatisfactory nature of the great mass of statistical returns, Dr. Adams was driven to another method of treating his subject—to a descriptive statement of the best experience of a few representative institutions in different parts of the country, based upon an original and independent study of documents, official reports, and catalogues. Harvard, Yale, Columbia, and Cornell were selected to represent the best Eastern

and Northern experience in the teaching of history; the University of Michigan worthily stands for the great West; while the young Johns Hopkins University represents the historical spirit of the New South.

At this latter institution studies are in preparation upon Jefferson and the University of Virginia, and the History of Higher Education in North and South Carolina and Georgia.

The best colleges for women have been included in the present monograph, namely: Vassar, Wellesley, Smith and Bryn Mawr.

In this monograph, prepared by Dr. Adams, theoretical and ideal views of historical training have been carefully avoided. The writer has deliberately confined his attention to select chapters of actual American experience and to things done or attempted by particular institutions or individuals whose work he has studied from authentic records. He has thus opened up a new line of enquiry, namely the history of academic departments.

History is simply the record of human experience, whether in physics, politics, economics, ethics, or education. History has been called philosophy teaching by example, or, as teachers say, by object lessons. Dr. Adams has applied the historical methods to the discovery of the most approved methods of teaching history and of organizing historical departments in our American schools and colleges. One of the most suggestive and noticeable features of his work is the attempt to illustrate by photo-engravings and diagrams the actual environment or library surroundings of certain schools of history and politics. In these modern days the college or university library has been brought into close rapport with department work by means of an ingenious system of seminary or class libraries in the very room where the students meet.

The JOURNAL has, on various occasions, announced its views in regard to the study of history—in the December issue for example, while considering Montgomery's recent work, it took strong ground in favor of a rational teaching of this study, and in line with the work which Dr. Adams' monograph shows to be the experience of representative schools of modern teaching.

It is peculiarly the business of a head of a Department to recognize the relative fitness of his specialists, and we congratulate Commissioner Dawson alike upon his happy selection and upon the witness that such selection bears to his fitness for the trying position which he occupies.

The lover of darkness would prolong and perpetuate illiteracy and prevent intelligence.

If each for each be all he can,
A very god is man to man.

ILLINOIS EDITION American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN..... }

THE effects and results of this work done by our teachers upon the civilization and commerce of the world are incalculable.

VICTORY shines not only through the day—but through the night—if now we all do our duty and secure \$77,000,000 for education.

You see just what your State will get, if you take hold now and sign and circulate petitions for Federal Aid to education.

Do not delay. Act now and get your friends and neighbors to act with you.

WHEN one looks over the whole field, there is great cause for congratulation and encouragement in the steady progress made by both the teachers and the people in regard to School affairs.

Longer school terms are being provided for, and there is a steady increase in the wages paid the more competent teachers. Tax-payers see that better teachers are worth more, and they are willing to pay them more.

Incompetents must take a back seat or retire altogether. "Several 'cheap' teachers, who offered to take the schools for less wages than were being paid, were emphatically informed by our school officers that they were not looking for or wanting cheap teachers," writes one of our wide-awake County Supts. from Ills.

Let us show people the value of our schools; what, and how much, our teachers are doing; and the people will sustain them. Let the enemies and misanthropes find fault, criticize and belittle this great work—our work; and our advice is, to "strengthen the good," to encourage, to build up, recognize and state the value of the school system to the people, and to recognize the value and importance of the individual teachers who are doing this all-important work.

What a host of them there are in all the States; happy, studious, conscientious, ambitious, helpful; growing stronger all the time. They work on in calm confidence, knowing that they constantly bring new riches to the race.

We send as our New Year's greetings—"God Bless and prosper you, every one."

OUR teachers add something constantly from this marvelous reflection of the light of unknown suns which illuminate their lives with splendor.

Do not forget that it is both safe and important to register all valuable packages sent by mail. Send ten cents to register our Premium Cyclopedias, and your orders for it and for other goods, too, will then go safely and quickly.

IOWA.—Hon. Henry Sabin, State Supt. of Iowa, says that the teachers "are continually on the defensive. An attack, a bold advance, a fight in the open field, would be better for us. In short, a disposition to meet the ablest men about us in the discussion of educational policy, upon the broad basis of public benefit, would give the people new ideas of our purposes and methods."

That is, and has been our platform. Send the teachers to the text-books for "Methods," and let the educators get on to a "broad basis of public benefit," and the whole question will be lifted out of and above "the microscopic view" of the teacher's work.

WISCONSIN wheels into the line of compulsory school attendance. The law has been amended to make it more effective. Send and get a copy of the law.

A GOOD movement for the benefit of the people has been inaugurated to secure some important changes in postal matters, of which Mr. Nixon of the *Inter-Ocean*, Chicago, is President. It is proposed to secure:

1. Reduced postage on seeds, plants, bulbs and scions; 2. The release of fractional currency for use in the mails; 3. The abolition of postal notes; 4. The issue of money orders of \$5 and less for a fee of three cents; 5. The repeal of the old, but newly discovered, postal law relating to the printing on wrappers, envelopes, etc., on fourth-class mail matter.

These are matters in which all are interested. The reduction of postage has increased the use of the mails until the postal department is likely to become revenue producing.

Now let the Government inaugurate a "Postal Telegraph System," without delay, and reduce the outrageous rates on telegraphing also.

THROUGH the liberality of the people and the energy of Prof. G. W. Newton, Supt. of Schools, about three hundred volumes have been gathered for a Public School Library in Savannah, Mo.

Let the good work go on.

MACON, Mo., is also moving in the same direction.

MEXICO has a good library started for the benefit of the teachers, pupils and patrons of the Public School.

MOBERLY has had some sort of a Public Library for years, and Supt. Wolfe is not the man to let such a treasure-house remain useless.

REGISTER our Premium Cyclopedias and all other valuable packages. It costs only ten cents.

LET it be stated and remembered—that Carlisle fathered and engineered the unwise and unrighteous combination in the House of Representatives which defeated the appropriation of \$77,000,000 for education after forty-four United States Senators had worked for and voted for it, and so thwarted the will of the people—and he must be held responsible for this hindrance which smites and slays.

THE FIRST NECESSITY.

THE pulpit of New York City has at last become aroused to the dangers which menace us from the more than six millions of illiterates.

Rev. Henry Van Dyke, D. D., in a late sermon said:

"Ignorance is an evil beast. In a monarchy it is chiefly a disgrace, in a democracy it is first of all a danger. For when you have given a man a vote, you have made him a power, and as long as he remains ignorant it is purely a matter of chance whether that power will be destruction or construction."

He is turned this way or that way by passions which are mainly animal; he is organized and led about in processions and controlled by crafty demagogues. He is fed by dainties or stirred up to violence at his keeper's pleasure. He is a standing menace to peace and order.

When we consider how often the decision of great questions in a republic absolutely hinges upon a few thousand votes, and observe that there are hundreds of thousands of electors in our country who cannot read the names upon their ballots, we must see that prosperity is by no means synonymous with security, and that education is the first necessity."

IS THIS TRUE.

"THERE are parents who pull one way and the teacher is forced to work up hill in another way to upset the crooked teaching at home. If, by sharp practice, the parent can "beat his fellow man in a trade," will not the son try to play similar tricks, though in a smaller way, upon his classmates and teacher? If it be convenient to misrepresent the truth, need it be wondered at that the children glide into falsehood with as much facility as the black-snake slides over leaves?" and then teachers are set upon and censured because they do not turn out saints and wise men and women every ninety days. We prefer to record the good they do—with all the drawbacks and difficulties they encounter—and take Bro. Brown's statement when in his best mood he says, "Every teacher who performs his duty faithfully and conscientiously is a hero!"

POWER expands, remember. Give the people intelligence and you give them power.

OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs \$80.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

SEEDS GIVEN AWAY! A package Mixed Flower Seeds (500 kinds), with PARK'S FLORAL GUIDE, all for a stamp. New flowers, new engravings; teams with floral hints. Everybody delighted. Tell all your friends. Send now. 1-21-11 G. W. PARK, Fannettsburg, Pa.

THE NEW DRESS STAY!

THE new Dress Stay, "Featherbone," is rapidly gaining favor in foreign lands as well as on its native continent. It is now finished in three styles, Thread, Cloth and Satin covered, the latter making the most perfect finish for fine dresses, of any stay that is now upon the market. Its delightfully flexible nature allows the wearer ease, comfort and freedom, at the same time keeping the seams perfectly smooth, which makes this stay a prime favorite with ladies who appreciate the appearance of a well fitting garment.

1-20-11

We recommend Ely's Cream Balm, where a cure for catarrh is called for and consider that we are doing the public a service by making its virtues known to those afflicted with this loathsome disease, for which it is in most instances a perfect cure.—Peck Bros., Druggists, Grand Rapids, Mich.

My hearing, which has been very defective for years, has greatly improved since I have been using Ely's Cream Balm, and I feel quite confident that a permanent cure will be effected.—Rev. B. E. Mayo, Table Rock, Pawnee Co., Nebraska.

WE fear our teachers and school officers do not weigh quite as carefully as they ought these *practical* wise words of Prof. S. S. Parr, Principal DePaul Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true, because so much more work can be done, and so much better work can be done "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these *tools to work with*, without delay.

DAKOTA.

The Presbyterian College at Jamestown, opened on Sept. 27th, under the care of Rev. Prof. Crowe. A four story stone building, 100 by 40 feet, has been finished at a cost of 20,000.

OUR tax-payers and school officers, too understand now that good Blackboards all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

If education and morals and patriotism mean anything, they mean that only when every voter owns himself and exercises his sovereign right to vote as he deems best, do the people, and not the "bosses," rule.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with Blackboards, Maps, Globes and Charts, than you can do without these "helps."

Get "some tools to work with."

THE progress of society is through intellectual and moral advancement: there is no safety for us but in this path. Our teachers lead in this direction effectively and constantly.

OUR teachers are the liberators of the people—not their scourges.

LET us be just to these men and women who put the very flower and bloom and beauty of their life and intelligent enthusiasm into the culture and development of the children. Let us pay them promptly and liberally each month at least a minimum salary of \$50 per month in all the States.

TRUTH discovered and applied is always refreshing, and there is consolation and encouragement for the common-place plodders of to-day—who are apt to forget that it was always to-day when anything remarkable happened or was done. Keep on plodding, doing honest work.

ISOLATED efforts and work are feeble. Let us each, in all we do, be a part of the great host. Unity here is strength. Confer, unite, be strong.

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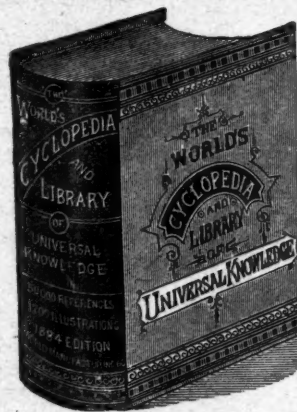


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The American Journal of Education

TAKES THE LEAD WITH

AN EXTRAORDINARY OFFER



The Printing Press has revolutionized the world. Three hundred years ago only the Priests had general knowledge, a hundred years since only one man in fifty went beyond plain reading, now we grasp at every subject, and our children before they leave school know more than their grandfather's did after a life of three score years and ten. Scientists and Philosophers have tried to give the people a Knowledge of all Useful Subjects, but the cost of such Cyclopedic Knowledge has been beyond the reach of the masses. Appleton's Cyclopaedia costs \$50, Johnson's cost \$55, and the Universal \$25, but the

WORLD'S CYCLOPEDIA

And Library of Universal Knowledge,
IS GIVEN FREE

to every one who subscribes to this paper. It contains 50000 Separate and Distinct References. 1200 Engravings illustrating various topics. Accurate and concise information on Art, Science, Philosophy and Religion, including learned essays by the Compiler, Prof. H. L. Williams and several hundred other authors. The articles on Anatomy, Architecture, Agriculture, Astronomy and the Fine Arts, are full, and explicit. Botany, Chemistry, Engineering, Geography, Geology and History are each treated ably and explicitly. The article on engineering is still further amplified by a full description, illustrated with plates and diagrams of the Great Brooklyn Bridge. Mechanics with plates illustrating Mechanical Motions. Mineralogy, Medicine, Law, Languages and Governments, are not clearly treated of, that everyone who reads can understand. In addition to the full and complete Cyclopaedia, arranged in alphabetical form we have bound up in the volume, a Complete Library of Knowledge. Including a Guide to Correct Speaking and Writing; Book-keeping, a complete guide to the United States, corrected down to 1884. The Interest, Banking, Usury, Insolvent and Homestead Laws of the United States, are for the first time gathered together in one volume.

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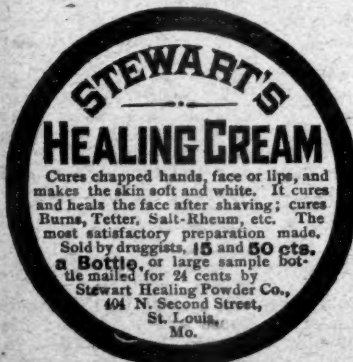
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LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

LET those States which do not want or need Federal Aid to Education help those who do want it, to secure it and increase intelligence among the people.

Louisiana wants and NEEDS Federal Aid to educate her illiterate.

THE growing illiteracy is a danger and a menace to the peace and prosperity of all the States. The more intelligent the citizen, the more properous and safe he is. The more ignorant he is, the more dangerous he is, as he becomes helpless and his sense of manhood and responsibility becomes blighted, and he resorts to crime and lawlessness to live.

Ignorance costs—Intelligence pays.

COMPULSORY SCHOOL ATTENDANCE.

GOV. MCENERY, of Louisiana, in his first message to the General Assembly used the following language:

"The acknowledged importance of disseminating a practical education will prevent me from dwelling at length on this subject.

We have a vast number of children to provide for, whose parents are unable to send them to private schools, and it is of the utmost importance that the common school system should be thoroughly organized, and compulsory attendance at school required."

In his message of 1884 he said, on the same subject:

"We have a vast number of children whose parents are not only unable to send them to school, but it is to be regretted that we notice an unwillingness to do so, and many are keeping their children out of school for the small sum they get for their labor.

COMPULSORY ATTENDANCE at school should be required and legislation enacted to enforce it.

The attendance of children at school must first be secured, and then the term of instruction should be extended. There should be a resolute and determined effort made to increase the amount of money appropriated for school purposes. Every cent of money not needed for current expenses should be devoted to the maintenance of our public schools.

The State can only give a general superintendence and partial support to public education. That it is the duty of the State to educate its citizens into an intelligent comprehension of the duties of citizenship is undeniable. The best system organized

will fail to accomplish the object desired unless actively sustained by the community, individuals and local authorities.

There is danger to popular education in relying exclusively upon the State or National authority for aid. 'No community succeeds in educating its children until it faces the hard fact of local taxation, and trains itself to the persistent and generous assessment of all its property for the general good.'

I will advise an entire change in the common school system, and recommend that school precincts be presided over by local boards or commissioners, and that the organic law be so changed as to permit each school precinct to tax itself for school purposes. This system, I believe, has been advantageously used in Texas and North Carolina."

EXPLAINED.

THE growing illiteracy in Louisiana is explained by Gov. McEnery as follows:

"With an increasing population illiteracy increases in ratio greater than the increased population. And this is particularly true of this State, for every year we are drawing from the illiteracy of South Carolina, Georgia, Mississippi and Alabama by the introduction of colored laborers. This illiteracy among the masses has not escaped my attention. In the address I delivered before the State Educational Society at Monroe in August, 1885, I said:

We will have to go beyond the common school and the university, among the masses of

THE PEOPLE,

and educate them, first, as to the necessity for the establishment of public schools, the sacrifices to be made for this purpose, and show that it is the best investment that the people can make—leading to economy in government, the lessening of crime, the creation of new industries, the accumulation of wealth and the decrease of taxation; and educate them, secondly, to the proper understanding of the rights and duties of citizenship, the functions of government and the appreciation of free institutions. I am safe in saying that not one-half of the voting population of Louisiana have any knowledge whatever of these subjects, yet they are eligible to the highest office in the State, sit as jurors, and determine questions affecting property, liberty and life.

From this land enveloped with ignorance there are loud and distressing cries for aid, and let your voice also go out pleading with these people for the means of giving them light and knowledge.

It is important to register valuable packages. It costs only ten cents to do this.

More than six millions of people in the United States are illiterate, overburdened with this load of ignorance. It is isolation, despair, hunger and madness; a blot, foul and cancerous on our body politic. Our teachers would remove and cleanse it. Ingalls and Carlisle would preserve and spread it. Nourish the people with wisdom; multiply schools; and reason awakens and courage revives and confidence is restored.

IGNORANCE and anarchy, twin ferocities of darkness, act in union, sneering at intelligence and thwarting all efforts to promote it.



HON. LUCIUS Q. C. LAMAR,
OF THE U. S. SUPREME COURT.

"So to the laws at large
I write my name."

—SHAK.

THE appointment of Lucius Quintus Curtius Lamar of Mississippi, to be Associate Justice of the Supreme Court, very materially strengthens the movement for Federal Aid to Education. Other members of this august body have already, as citizens, with other citizens, signed Petitions for the passage of the Blair Bill.

We printed in our last issue extracts from the speech of Hon. A. H. Garland, Attorney-General of the United States, made while he was a member of the United States Senate, on the necessity and constitutionality of this measure, which Senator Voorhees characterized as of "such conspicuous ability" "as to close forever the constitutional question" in regard to this beneficent measure.

Mississippi would receive over four and a half millions of money for school purposes when this measure becomes a law.

What is the average length of the public school term in Mississippi at present?

What are the average wages paid the teachers in this State?

Look over the "Reports" of the State Superintendent of Schools and Reports from Mississippi in the Re-

port of the U. S. Commissioner of Education.

The school terms should be nine months in the year, and the average minimum wages paid, in order to secure competent teachers, should be at least \$50 per month.

Yes, Mississippi needs at once the more than four and a half millions the State will secure when the Blair Bill passes.

D. APPLETON & Co., have just issued "Physical Geography, prepared on a new and original Plan," under the editorial supervision of Prof. John D. Quackenbos. The various topics of physical Geography (such as General Structure and Geological History of the Earth, General Physiography, Terrestrial Magnetism, Plant Life, Zoology, Ethnology, and Mineralogy), have been treated by specialists, such as Prof. Newberry of Columbia College, Prof. Hitchcock of Dartmouth, Henry Gannett of the U. S. Geological Division U. S. Geological Survey, Prof. Stevens of the Packer Collegiate Institute, Prof. Britton of Columbia College, Dr. C. H. Merriam U. S. Department of Agriculture, Prof. Dall of the Smithsonian Institute, and Mr. G. F. Kunz of New York.

All this insures the accepted truths of Geographical Science, but leaves what to the teacher is an equally serious question as to the grading of the books. It may be affirmed that Prof. Quackenbos' success in this direction may relieve any of the fear lest the book should prove too profound for use in the school-room. Examining the book in the light of experience gained by teaching the subject in days past, it is small praise to say that it is without a rival. The maps illustrate, and the matter is free from that abstractness which so prevailed as to seem an inherent part of the subject.

Not as a censure, but as an enquiry, it might be asked whether the so called systematic arrangement of books of science, and especially Physical Geographies, could not be improved by an arrangement which would bring the pupil into contact first with topics less distant from his interest than cosmology or astronomy?

It has always seemed to us that the "method of science" believed in beginning with the most concrete, but the method followed by writers of elementary books of science does not seem to support this supposition.

AMONG the indefatigable and capable teachers of Missouri, J. M. Greenwood, of Kansas City, must be assigned a high place. He has just published, through D. Appleton & Co., "Principles of Education Practically Applied." The object, as stated in the Preface, "is to help the teachers of this country to do better and more intelligent work in the school-room."

The work is not a pedagogical psychology, but an able teacher's experiences. The information given regards living questions; the presentation is simple, intelligible and forcible; and the postulates mostly beyond dispute. We doubt whether any genuinely successful teacher would question any statement made by Mr. Greenwood, unless it might be in regard to the value of object teaching. We regard it as a sign of "the good times coming" that the personal experiments of un instructed teachers, and the abstruse educational psychologies, should seem to be giving way to a desire for such educational principles as have been discovered and for direction which shall be intellectually convincing as well as empirically satisfactory. We have already enriched our columns with extracts from this work, and we strongly commend it for its wise, practical, helpful suggestions.

PROF. J. M. GREENWOOD says:

"The uppermost question is not exactly what a person knows, but what can he do with what he knows and what can he do with himself? How can he use his mind and body, the one the trained instrument of the other? How does he stand on the great questions of truth, justice, honesty, charity, forbearance and gentleness? These lessons along life's highway, impressed upon the minds of the pupils at home and in the school-room, are the ones that make character and citizenship."

THE intelligent man or woman extracts from human consciousness whatever it contains, and helps and illuminates society by this power.

This obscure thing he begins by fearing—with intelligence to light it up—he ends by desiring and possessing.

BYERLY'S CHAUVENET'S GEOMETRY.

I HAVE looked through Professor Byerly's revision of Chauvenet's Geometry with great satisfaction.

Originally written by one of the most accomplished mathematicians of his day, the work possessed great elegance and finish. The author was both logical and graceful; but he had in his mind less the demands of the recitation room than the relation of his subject to other mathematical branches. The work which Professor Byerly has done, on the other hand, marks the practical and successful class teacher. His additions and suggestions will prove to be of the greatest value in the recitation room. The demonstrations have been much condensed by the use of symbols and abbreviations, and many of the demonstrations, when easily seen, have been omitted to test the originality and thoroughness of the student.

"This power, it must be remember-

ed," says Prof. Byerly, "can never be gained by memorizing demonstrations."

In addition to this, numerous exercises are inserted in the regular course of the book, so that they may not be any mischance be omitted. This is an admirable feature—for the object of the study of Geometry is not so much to learn the demonstrations which are given or the results to which they lead, as to acquire the power of independent demonstration and of reaching results for one's self.

As an example of the lucid character of the reviser's work, I will refer to the illustration he gives of an incommensurable ratio on pages 68-9. He makes it clear to any thoughtful reader that an attempt to find a common measure of the side and the diagonal of a square, immediately results in the necessity of finding a common measure of the side and diagonal of a smaller square, so that the problem is just as far from solution as at first. It is then seen with great distinctness that there can be no common measure.

The test of the book is, of course to be seen in a year's use of it with a class, to which use I have not yet seen it put, but I have no hesitation in saying that I know of no work on Geometry which I should more gladly use with any future class than Byerly's Chauvenet.

The mechanical execution of the book is very satisfactory, and the volume is somewhat smaller than the original Chauvenet. Like the former work, the revised edition is issued by the J. B. Lippincott Company.

C. M. W.

It is a fact, that poverty of language is usually connected with poverty of intellect. Our teachers abolish this poverty and enrich the life of the individual, and so enrich the life of the nation.

Our teachers all the time give more than they get.

"REPRESENTATIVE Names in the History of English Literature" has reached its fifth edition, and can be recommended to the attention of all who have use for a convenient reference book. It presents the Representative names in British and American Literature; tells the modes of treatment of the authors; gives the literary forms used by these authors; presents the titles of characteristic works; and reproduces the statements of authoritative critics as to the world's valuation of the authors.

Whether used in connection with a Book of Specimens or employed as a brief and inexpensive biographical dictionary to be used in connection with the authorized Readers, "Representative Names" is a book to be valued by teachers. It is not often that the scholar and the teacher are

so fully united as in the author of this book, and hence the information furnished is at once authoritative and valuable. The Publishers are the American School Book Co., 210 Pine St., and the retail price of the book is but seventy-five cents.

We select a single name for illustration:

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"Fine humor, taste, penetration, delicacy of feeling, and happiness of expression. Style marked by quaintness and antiqueness, pathos, wit."—T. B. Shaw.

"I know of no easy writing comparable to them [the Essays of Ella]; so full are they of an inimitable blending of thoughtfulness and playfulness—that half-serious, half-sportive habit of mind, far more agreeable than wit described by our word.....humor."—Henry Reed.

These give us specimens of the English dramatic poets.

The JOURNAL tries to be as careful in its commendations as it is abstinent in its condemnations. But, as has often been stated, the JOURNAL believes that it renders a real service when it calls the attention of its readers to books which they will find serviceable.

ELEMENTARY PSYCHOLOGY AND EDUCATION. A text-book for High Schools, Normal Schools, Normal Institutes and Reading Circles, and a Manual for Teachers. By Joseph Baldwin, President of the Sam Houston State Normal School, Huntsville, Texas; Author of "Art of School Management." New York: D. Appleton & Co., 1887. International Education Series. Vol. VI.

Our readers are well acquainted with Dr. Baldwin, and will remember the series of educational essays published by him in this JOURNAL in by-gone years. In the present volume he gives us the fruit of his studies in educational psychology during twenty years. His faculty of simplifying and popularizing what is difficult is well known. His "Art of School Management" has had a very large sale, proving it to be one of the best and most widely-read of all books for teachers.

It is universally conceded that the teacher should know the science of the mind. He is to guide and direct the pupil on the way to gaining mental growth. How evident that there should be a scientific knowledge of the subject with which he is to deal!

Dr. Baldwin has divided his treatise into six parts. In the first he has discussed the subjects of attention, instinct and sensation. Part second treats of the perceptive power; part third, the representative powers; parts fourth, fifth, and sixth, respectively, treat of the power of thought, the feelings, and the will power.

On the first page, and at intervals, afterwards through the book, he has given excellent suggestions to the student. The art of introspection, the art of looking in on the processes of the mind, is the chief object to be attained in psychology. We learn to observe external things quite early in our lives; but the power of looking within is not acquired until long special training has been undertaken. This art of introspection, is the art of observing—self-activity. Inasmuch as all education strives to increase the pupil's self-activity, it is clear enough what the study of psychology has to do with teaching. Professor

Baldwin adopts a familiar tone in these lessons and the most bashful pupil is set at ease and begins at once to train his powers of introspection under the lead of his much experienced guide.

When the teacher has become an adept in this science, he can look quite through the mental facts of surface observation and see the light beyond, the light that was never on land or sea, the light of those deep ideas that

"Uphold us, cherish, and have power to make
Our noisy years seem moments in the being
Of the Eternal Silence: truths that wake
To perish never."

The editor remarks pertinently on this theme: "Introspection begins with the dull process of inventorying the already familiar facts of mind. But it proceeds forthwith to the second and higher process of reflecting on the general form of our mental processes. It then begins to enter a field of generalization, entirely unknown to ordinary consciousness, and full of astonishing results. By reflecting on the forms of mental activity we come, for the first time, to see the real nature of mind. We begin to discern those most important of all fruits of human knowledge, the truths that sit supreme as directive powers on the throne of life, the truths of God, Freedom, and Immortality."

The Editor uses the Kantian technical expression in this passage in order to state the highest results of psychological study. "Forms" of mental activity are the important things to observe. The uncultured man is able to do, but he knows not the theory of what he does. The able teacher sometimes lacks a clear theory of his methods. But he cannot teach others his method, nor can he correct any defects of his method, for the simple reason that he cannot get his mental eye on his method as an object. What he does is a result of happy accident. He does not possess his method as a conscious possession; his method possesses him, rather.

To the teacher who is ambitious to rise in his calling, who is desirous to grow and grow continually, we commend the study of psychology and advise him to obtain this best of textbooks for beginners.

We may, in closing, call attention to the excellence of the series in which it appears, THE INTERNATIONAL EDUCATION SERIES. The first work in it is the famous Philosophy of Education by Rosenkranz, accompanied by a full commentary. It is pronounced by competent scholars to be the deepest and clearest work on the Science of Education.

In the January Century, the startling fact will be revealed that the key-stone of Lincoln's cabinet fell out on the eve of his inauguration. How after that ceremony, Lincoln repaired the disaster, will be told in *The Century "Life,"* by his private secretaries, along with full details of the formation of the entire cabinet.

D. C. HEATH & Co., have in the character of their publications pursued the successful policy of Ginn & Co. They have made merit an element of their publications, and are therefore entitled to a good word from all lovers of sound learning.

Grandgent's Italian Grammar is the latest publication of Messrs. Heath & Co., and it aims to furnish the means for a reading acquaintance with Italian. At a time when the numerous clubs for study give evidence of the immortality of Dante's literary fame, it is reasonable to suppose that some will be encouraged to qualify themselves for communion with Dante himself without the mediation of a translator. To those with an elementary knowledge of Latin, a reading acquaintance with Italian can be acquired by a few weeks' work, and to them we commend Grandgent's Italian Grammar.

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